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PROCEEDINGS

ENGLISH EDUCATION - UNS

INTERNATIONAL TEFL CONFERENCE

*Current Belief in ELT and Its
Implication in English Classrooms*

May 18, 2013

INVITED SPEAKERS

Dr. Dat Bao (Monash University, Australia)
Prof. S. Mohanraj (EFL University, India)
Dr. Willy Ardian Renandya (NIE, Singapore)
Nugrahenny T. Zacharias, Ph.D (UKSW, Indonesia)
Prof. Dr. Joko Nurkamto, M.Pd (UNS, Indonesia)



English Education Department
Teacher Training and Education Faculty
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Developing student's writing skill through the teaching of journal writing: A work in progress

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[UIN Maulana Malik Ibrahim Malang]

Two prominent and challenging tasks that teachers need to develop student's writing skill is teaching the "appropriate materials" as well as facilitate them for writing publication. This paper will describe my "on-going" experience in developing student's writing skill through the teaching of journal writing. I also offer co-authorship for selected articles to get published. This might reflect something that is believed to serve "mutual reflection for writing" (Morrison, Wunker & Zwicker, 2011). The teaching of journal writing is instrumentally intended as one of ways to implement the instruction of the Directorate General of the Ministry of Education and Cultures of RI (Santoso, 2012) with regard to "compulsory publication" for undergraduate students. Aside from that, academically it is projected to develop student's writing skill. Furthermore, it is the form of the follow up of our published article (see Irham & Wahyudi, 2012). Irham and I worked together to improve his undergraduate thesis, and got it published in *Language Discourse and Society* December 2012 issue. It is relatively new international journal with reasonable rejection rate that Renandya (2012) suggests.

This should be noted however that journal writing is not mandatory tasks of the writing courses at UIN Malang. It is my own initiative to integrate the teaching of journal in the course which I have done for about one year. Last two semesters I was teaching it for fourth semester students (Writing II on different genres of essay) which finally I selected one article for journal submission. While last semester, while teaching writing III (argumentative essay), I also selected one article for journal publication. Both of the selected articles are now being reviewed in International Journals.

Not complacent with the work (Irham & Wahyudi, 2012), I am encouraged to re-implement the project in the writing II class for fourth semester students, and sixth semester students for content course (Discourse Analysis) that I am teaching this semester. For fourth semester students, the project for writing journals must be accomplished in one semester period for the length of 3500 words. This journal contributes to 15 % of the total mark. Unlike the sixth semester students, this task is the initial training for students for writing journal (especially in my writing class, as since my teaching career since August 2010, I am always assigned to teach writing class each semester either for writing I (sentence to paragraph level), II (different genres of essay) and III (argumentative essay).

As in the writing classes, for the sixth semester students (Discourse Analysis Course), the journal project is done in one semester period in which for mid semester they should submit 1600 word journal proposal and for the final semester they should submit 4000 word journal. The proposal is worth 20% of the total mark while the journal is worth 30% of the total mark. The followings are the materials given in the classroom. Some of the materials have long been consistently taught while for some others are currently taught. This has been the case partly because I always try to add what I think would be worthy for student's learning and also as the reflection of endless learning process to teaching.

- a. **Academic Word List (AWL, Coxhead, 2000).** Introducing the AWL for students is beneficial in that it gets the students to be aware that there are groups of academic words from the most commonly used to the least commonly used. Firstly the students and I discuss the AWL along with their subfamilies. Then students are given take home task to create paragraphs using the AWL words. This helps students to put the words in the context. I adopt this from the practice of pre-departure training EAP students at IALF Denpasar for Australian Development Scholarship (ADS) awardees.
- b. **Lexical bundles.** The knowledge on lexical bundles with four or five words phrases indicates someone's 'fluent linguistic production' (Hyland, 2008). So teaching students lexical bundles such as *in the case of*, *it should be noted that*, *on the other hand* would help students to be more articulate in their writing. As in the case for lexical bundles, I usually have the students integrate the lexical bundles and AWL assignments in one packet.
- c. **Paraphrase**
Doing paraphrase is another essential skill for student. Students do not merely copy and paste the sentences or paragraphs but re-writing other ideas in their own way with reference to the sources. This is a tough job as most students usually prefer direct quote. Giving the example of paraphrase and get students to practice it in the assignment or test is one example.

d. Spoken and Written Form

It is the fact that many of students in my university, even in the stage of thesis writing, are not aware of the use of *spoken versus written form*. Many write in their thesis employ spoken form (Wahyudi & Basori, 2012). I always teach Halliday's (1985) spoken and written language especially the idea of nominalization, lexical density, process vs product oriented, for the sake of concise writing as also explained by Hamp-Lyon's & Heasley's (2009) on academic writing vs non academic writing. Students are also asked to examine former alumni's thesis and get them to identify the part of the thesis which show the spoken form and revise them in a separate column under the heading of academic written form. Then it is followed up by discussion in the classroom.

Written Form	Spoken form
Investment in a rail facility implies long term commitment	If you invest in a rail facility, this implies that you are going to be committed for a long term

(Halliday, 1985, p. 61).

After the correction, it turns out that the result varies from one class to another. Some students find it difficult and others get improved through the hard struggles. The valuable experience that students might get from this is that after examining thesis, students become more aware of how to produce academic written work. What I emphasized also is that student's future goal when writing thesis, it is expected that they produce better product of thesis.

e. Teaching voice in academic writing

Considering that voice in academic writing, 'expressing opinion in formal essay' (Gemmell, 2008), is central issue, and seeing the fact that many students seem to have difficulties in making their own voice (Wahyudi and Basori, 2012), I teach this to students. My students and I usually read the selected article e.g. Basthomi (2012) on CV research and highlight the author's voice. I pointed out how the writer constructs his/her voice. Then I get them to search for other writer's voice. After looking at writer's voices in the text, then I get the students to create their own voice on the given quote. After that I provided student's with direct quotations, then have students create the possible voice. I always remind them to have voice in every assignment

f. Teaching (a bit of) research methods.

To guide students in conducting mini research, I introduce them to research methods. I introduced mostly the qualitative research as

But for a purposive and practical task, I asked students to examine approaches used in the previous studies on the same or related topics. In this case, students gain insights from those existing particular research frame work, and open for consultation for them to hone their research approach and related knowledge. For this objective, I introduced Wang & Paltridge (2010) researching discourse and Heigham & Crocker (eds) (2009) on introduction of qualitative research.

g. Introducing Feak's & Swales' (2009) notions on literature reviews. Students learn how to create table to outline the existing studies on particular topic based on: authors and year of publication, focus, periods of study, sample size, method (p.28-29). From this scholarship students are then given the idea of state of the art, research gap, research questions and justification of research stance. I also ask students who have done 'sound' assignment to help their classmates. As in the classroom, there are usually two up to four students who produce 'sound' assignment. This is the table on literature reviews that Feak & Swales (2009) suggests.

Motor Cycle Injury Publication

Authors and years of publication	Focus	Period of Study	Locale of Study	Sample Size	Methods	Helmet Use Record?
Begg, Langley, and Readers (1994)	Epidemiology	1988	New Zealand	2,263	National hospital census	No
Banco & Jacobs (1992)	Epidemiology	1986-89	Connecticut	1,020	State hospital census	No
etc	etc	etc	etc	etc	etc	etc

(Page 28-29)

- h. **Introduction of 'academic discourse'** (Hyland, 2011). One of the essential part materials for students is to teach them 'academic discourse'. Hyland (2011) summarizes that the four main findings about academic discourse. These are: (1). Academic genres are persuasive and systematically structured (2) Academic text represents discipline-specific modes of argument (3) That language groups have their different ways of expressing ideas and structuring argument (4) That academic persuasion involves interpersonal negotiations (p.177-181). In teaching *the first point*, especially when teaching argumentative essays, I made the students aware about the emotive phrases which are usually exploited in writing arguments (Wahyudi, 2010). Teaching these would likely to effect on 'emotional appeal' for the readers. The phrases such as *chronic corrupt mentality*, *grave danger* are deliberately created and have more emotional effect compared to corrupt mentality and danger in opinion section of Jakarta Post Newspaper. In teaching *the second point*, I just made general comparison between the nature of natural and social science. The natural science tend to have 'firm position' while in social science, the writers tend to use *hedging*. In introducing *the third point*, I usually told the students about Kaplan's (1960) ideas on **cultural thought patterns**. But in introducing this, I did it when it comes across that student's writing tend to be indirect in expression particular meaning. As for the stance and engagement, I am currently teaching it for my writing course, firstly by discussing the journal on *stance and engagement* in academic discourse (Hyland, 2005) as well as how the students can exploit them including how students position themselves in writing as well as how to negotiate with the expected readers.
- i. **Out of classroom consultation** (research proposal and on going progress report). Most students benefit this session as they usually come up with a bunch of questions. I encourage them to have consultation in group, as this may eliminate students' overlapping questions. Most of student's questions lie on research approach, data collection, data analysis etc.
- j. **Showing the source** of free journals, ebooks and potential journals for novice writer. Some web address suggested for journals, ebooks e.g. www.doaj.org, www.libgen.org, www.en.bookfi.org, *3L Southeast Asian Journal of English Language*, *GEMA Journal of Language Studies*, *Language Discourse and Society* and others.
- k. **Corpus Webs**. In enriching the student's comprehension of particular meaning of words, I introduced some corpus sites such as COCA, BNC, BAWE, BASE, MICASE etc. I also encourage students to get the data for analysis from these corpora. I open the corpora in front the students in the classroom e.g. getting to know the meaning of the one word as well as paying attention to the context of the words, collocation of the words, and the source of materials which can be taken as the linguistic data for the assignment.
- l. **Introducing 'daily based research topics'**. This part is very important to implant the sense that research is not horrible stuff but doable thing. For this I usually exemplify some samples of social networking site based research, politeness research etc
- m. **Plagiarism issue**. One of the crucial issues in academic world is plagiarism, especially in EFL context. Students need to be explicitly taught as multilingual students might be unfamiliar with the issue (Pecorari, 2003; Swoden, 2005). To teach students to appreciate academic honesty, I necessitate the students to put *Assignment Cover Sheet*, one of the points which is the declaration of original work, free from plagiarism and any act of plagiarised work would deduct student's mark and or would result the failure of the course. This seems works quite effective enough, as only one or two students do minimum plagiarism e.g. only one plagiarised paragraph but after I reminded that the case would result in course failure and I emphasized that I would appreciate more 'unsound assignment' but honest rather than what's so called seemingly 'good' assignment but contains plagiarized part.
- n. **Teaching APA**, the commonly used referencing system. In my experience, need to be taught explicitly how to reference both in text and write the full reference. Many of the students could not make use of them even for those who are writing thesis. For this concern, I teach students how to use APA using reliable source e.g. University of Canberra Library and Academic Skill Program, 2010
- o. **Article selection for co-authorship**. This step is to select student's work for publication under merit based criteria. The selected article might vary from one class to another. So far, I have chosen one article in from my former writing II class and one article from writing III class. While from the sixth semester students doing Discourse Analysis, the journal project is still on going.

- p. **Article submission.** The next stage, submitting student's work. After submission, both students and I get the critical feedback from editor for revision or rejection. But still it is very valuable experience. Some journals such as *Languages in Contrast*, *Discourse Studies*, *3L Southeast Asian Journal of English Language* reject the articles only by giving the general or with no feedback while *GEMA Online Journal of Language Studies* offers us to re-submit with revision before being sent for external reviews.

Conclusion

Journal writing is a demanding process for students due to (mostly) their linguistic constraints and the challenge of reading widely on a particular proposed topic. The potential result of publication (in one year period of my case) is low. However, it is worth trying as it potentially provides rewarding experience as well as preparing them to publish their own academic article as instructed by the Directorate General of the Ministry of Education and Cultures of RI (Santoso, 2012).

Having done and as an on going project, I might conclude that the project could be better implemented to at least sixth semester students at UIN Malang, given that the fact that students have passed all writing classes, and at this semester the students are doing a course on *Intro to Research Method*. I also suggest that pre-requisite skills or the important aspects for writing journal, the above mentioned points are taught in the classroom systematically. This is very important to prepare students to write for journal publications.

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